

**ERRORS IN RECOUNT TEXT MADE BY TENTH GRADE STUDENTS  
OF SMA MUHAMMADIYAH 2 SURAKARTA**



**PUBLICATION ARTICLE**

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**by**

**DEWITA NUR AZIZAH  
A320100155**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
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**UNIVERSITAS MUHAMMADIYAH SURAKARTA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. A. Yani Tromol Pos 1 Pabelan, Kartasura Telp (0271) 717417 Fax: 715448 Surakarta 57102

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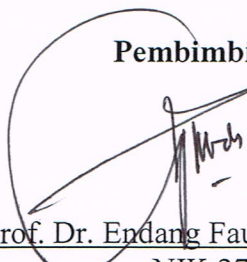
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NIM : A320100155  
Program Studi : FKIP/ BAHASA INGGRIS  
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**Pembimbing I**

  
Prof. Dr. Endang Fauziati, M. Hum  
NIK.274

**Pembimbing II**

  
Nur Hidayat, S.Pd  
NIK. 771

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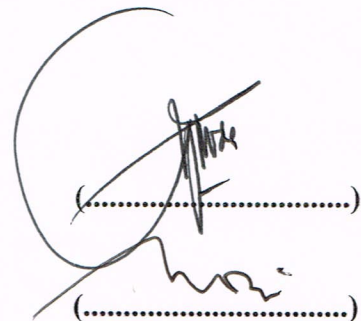
**Written by**

**DEWITA NUR AZIZAH**  
**A320100155**

Accepted and Approved by the Board of Examiners Schools of Teacher  
Training and Education Muhammadiyah University of Surakarta

The Board of Examiners:

- 1. Prof. Dr. Endang Fauziati, M. Hum**  
(First Consultant)
- 2. Nur Hidayat, S. Pd**  
(Second Consultant)



(.....)

(.....)

# **ERRORS IN RECOUNT TEXT MADE BY TENTH GRADE STUDENTS OF SMA MUAHAMMADIYAH 2 SURAKARTA**

**Dewita Nur Azizah  
A320100155**

**School of teacher training and education  
Muhammadiyah university of surakarta  
[diendewita@gmail.com](mailto:diendewita@gmail.com)**

## **ABSTRACT**

*This study aims at describing the errors made by the tenth grade students of SMA Muhammadiyah 2 Surakarta in their written recount text, identifying the types of morphological errors, syntactical errors and discourse errors, describing the frequency of each type of errors; explain the dominant type of error, identifying the source of error and explaining the pedagogical implication to teaching learning English as foreign language. The type of this research is descriptive qualitative research. Document is used by writer to collect the data. There are three steps to collect the data, namely: the writer gets the data of English composition made by students from teacher, the writer identifies and marks the errors within the text made by students, the writer classifies the erroneous sentences into a list and used them as the data. The collected data are analyzed by using classification of errors theory, the frequency of type error theory and source of errors theory. The results of this research show that the tenth grade students of SMA Muhammadiyah 2 Surakarta still make 176 errors in their written compositions. The writer finds that from 176 data, there are three classifications of error based on the combination of linguistic category and surface strategy taxonomy. There are morphological that errors consist of 22,71 % including: the omission of (-s) in the plural form 4,54 %, misspelling 10,22 %, code switching 5,68 %, and false friend 2,27 %. In the syntactical level, the errors consist of 74,38 % including: omission of BE 7,38 %, misuse of BE 9,09 %, omission of “it” for subjective pronoun 3,40 %, the use of objective pronoun for subjective pronoun 4,54 %, omission of subjective pronoun 1,70 %, misuse of preposition 3,40 %, addition of preposition (to, on) 3,40 %, omission of (-ed) as regular verb 15,34 %, irregular verb 11,36 %, misordering 8,52 % and double marking 6,25 %. And errors in the discourse level consists of 2, 83 % including: anaphoric reference 0,56 % and conjunction 2,27 %. It is derived from 17 types of error. The highest frequency of errors is omission of (-ed) as regular verb. There are 27 errors or 15,34 % from the total number of errors. The researcher also finds sources of error, namely: interlingual transfer and intralingual transfer including ignorance of rules restriction and over generalization.*

*Keyword: error analysis, linguistic category, surface strategy taxonomy, recount text.*

## A. INTRODUCTION

Learn about foreign language, students must master some skills in Language such as speaking, writing, reading and listening. Writing is the difficult skill than others. It happens, because we have to master the grammatical rules of English when writing. As we know, the grammatical rules of English are not simple. In order to develop writing ability, students must be able to master grammatical structure and vocabularies, so that its content will be meaningful and correct. They need to practice their competence of writing in English rules.

The writer interested to do this research because of there is many researches which discuss about the same topic Error analysis. The researchers before did the same research in the level of junior high school and senior high school. Most of the previous researchers analyzed written production made by students in writing English text. It can be Recount text, descriptive text, report text, discussion text, explanation text, etc. However, the location of the research are different each other especially with this present research. The subject of this research are also different. Although, there are many researchers who did the research in same topic they never did research of error analysis in SMA Muhammadiyah 2 Surakarta. So, this is a reason why the writer did this research. She is the first one who did research of Error Analysis in SMA Muhammadiyah 2 Surakarta.

This study was done by researchers in the previous. They did the research in the same topic, but different in the object of written production made by students. Here, some researchers who did the same research among others: Darus (*UKM*, 2009), Safraz (University of Computer and Emerging Sciences Lahore Campus, Pakistan, 2011), Magno (De La Salle University, 2012), watcharapunyawong (Rajabhat University, Thailand 2013), Daryanto (Thesis, Muhammadiyah University of Surakarta 2013).

Darus's findings of error analysis got the results of that students made errors in their written text. The errors are classified into some kinds among

others: errors in singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order. Darus finding in his previous research, the highest percentage of errors is in the singular/plural form. Besides, Safraz did the same research which got the results that student made errors because of their interlanguage process and mother tongue (MT) interference. The students being weak in English, especially in their writing skills, commit multiple errors as students have been inadequately exposed to learning of L2. The students also made errors in some kinds. Therefore, the highest percentage of error is in the interlanguage errors.

Magno's findings, in his research he found errors made by students. Errors made by students are in the types of comma, verb, and choice of word, sentence structure, capitalization and punctuation. Researcher got the results of the highest errors are in the word choice and capitalization. On his research, he views errors as valuable data as how language is acquired or learned; for learners, as it enables them to reflect on their learning. He found that sentence-level errors have a significant role in essay scores.

Watcharapunyawong's findings a result of that study is that, the researcher analyzed students' written production in the two different kinds of text. They are narration and descriptive. Researcher found several types of errors in both texts such as errors in the verb tense, sentence structure, modal/auxiliary, pronoun, word choice, gerund, etc. Researcher results finding showed that their errors caused by L1 interference were the use of articles and copula "be". Daryanto's findings the results that researcher found erroneous sentences which characterized by some types of errors. Researcher found source of error in the strategy of language transfer and overgeneralization. He found types of errors in the misordering, word choice, addition, omission, etc.

In the term of error analysis, there are many expert explain some theory of error analysis. The theories proposed by the experts are the results of their study and knowledge. In the notion of error analysis, the expert is Carl James. Carl James says that "Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language" (James,

1998:1). An error analysis is important for the teacher to help the learner to be correctly in the learning process of second language.

In this research, the writer analyzes data made by students in recount text by using linguistic category and surface strategy taxonomy. According to James, (1998:105) “the linguistic category taxonomy carries out errors in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error. And Surface strategy taxonomy is a classification system based on the ways in which the learner’s erroneous version is a different from the presumed target version. (James 1998:106). Error can be classified into four types: omission, addition, misformation, and misordering. In this research, researcher found the types of errors made by students like in the classification above. However, she did not find types of errors in the misformation likes the explanation in the surface strategy taxonomy.

The writer did this research in order to know the cause of learners’ errors in their writing as their source of errors. Then, types of erroneous sentence made by students, the frequency and dominant types of errors. To get the entire goal above, students did many activities in this research. First, she collects the data of erroneous sentences. Then, she analyzed the data by using linguistic category and surface strategy taxonomy to know types of errors which students’ made. Writer comprises the study with previous study. She analyzed both of the similarities and differences. In analyzing the data, writer followed the theory from some proponents of error analysis. After that, writer counted the frequency of each type of errors made by students and decides the dominant type of errors. The last, writer decided the sources of errors.

The writer makes conclusions of this research. She found that students made errors in their writing production because the interference of learners’ mother tongues. Then, they are lack of knowledge about the grammatical rules of English. They are less in practice writing English, it because their written production cannot be understood perfectly by others. In this research, writer tries to give suggestions for teacher, curriculum designer and the next

researchers. Writer also tries to suggest build a remedial teaching for students to decrease their errors in written production.

## **B. RESEARCH METHOD**

This study is descriptive qualitative research which describes the errors produced by the tenth grade students of SMA Muhammadiyah 2 Surakarta in their writing composition. By using this method, writer explains result findings and data analysis in the form of descriptive explanation. It means that qualitative research is not using any calculation and interpretation of the data. In this research, writer identifies the error types produced by the students based on the linguistic category and surface strategy taxonomy. While, in this research writer also explain the frequency of each type of error, the dominant of error and sources of errors.

The data of this research are the erroneous sentences made by the tenth grade students of SMA Muhammadiyah 2 Surakarta. They are 70 composition of writing Recount text which taken on November 22, 2013. The data sources are the Recount text made by the tenth grade students of SMA Muhammadiyah 2 Surakarta. The researcher conducts this research because it is the first time to conduct the research which related to the topic of Error Analysis.

The researcher uses documentation technique in her research to get accurately. The steps which are used for collecting data among others: the writer has collected of data in form erroneous sentences and paragraph from writing recount text made by the tenth grade students of SMA Muhammadiyah 2 Surakarta, the writer identifies writing production of the students and then she reads that data and mark what are the erroneous sentences and what types of errors which students made. The writer writes the erroneous sentences in the other sheet and classifies all types of error based on Linguistic category and surface strategy taxonomy.

The writer analyzes those errors using some steps, as follow: writer identifies these errors, and then classifies those errors. When classifies those errors, writer use the combination of linguistic category and surface strategy



taxonomy. After that, writer describing the frequency of error, the writer count each type of error in percentage form. Usually to count the percentage of each type of error, it counted by dividing the number of categories as error in one type and the total numbers of categories as the total number of errors and multiplied by a hundred percent. Then, the writer describing the dominant of errors type. Dominant of error type in this research can be seen from the highest total number of errors in percentage of three errors level. Then, determined sources of error.

### **C. RESEARCH RESULT AND DISCUSSION**

In this part, the writer explains the research results to answer the research question before. Six terms which writer made in this research are the implications of writer works. And the clearer explanations below:

#### **1. Errors at morphological level**

According to Wardaugh (1997) in Srijono (2001:47) “An Introductory Course of Linguistic” Morphology is the study morphemes and their combination in words. In the level of morphology, errors can be classified into several types. In this research, the researcher found errors made by students in the level of morphology especially in the bound morpheme.

Bound morpheme must appear with at least one or more other morpheme, bound or free morpheme in the word. Bound morpheme cannot stand alone. Bound morpheme is meaning-bearing units of language such as prefixes, and suffixes that are attached to unbound morphemes. Linguistics recognizes two classes of bound morphemes. The first class is called inflectional morphemes and their influence on base word is predictable. The example of inflectional morpheme is suffix (-s).

Second is derivational morphemes which constitute the second class of morphemes and they modify a word according to its lexical and grammatical class. Derivational morphemes include suffixes e.g. “ish, ous, er, etc. The researcher found several kinds of erroneous sentences made by students in the inflectional of suffix (-s) like omission of (-s) as the plural form. The example of omission of (-s) as plural form is:

\*In waterboom we to paid just Rp. 10.000 and found 7 swimming *pool\_*.

In this case the students apply Indonesian rule into English, because in Indonesian language there is no addition (-s) in the noun of plural form. Students should add or write bound morpheme (-s) in the word “pool”. So, it becomes “pools”. The other examples are:

(1)\*In that beach were many *bird\_* flew in the sky.  
birds

(2) \*After three *hour\_* we arrived at Parangtritis beach.  
hours

Then, the researcher found other errors type in morphological level which called misspelling. Spelling error or misspelling represents a syllable or morpheme in forming part of a word (James, 1998:133). Spelling is really important in written text, because it has relation with the meaning of the written text. There are so many English words as vocabulary, and it is different each other. Students often use the word that they assumed similar with the word purpose. Moreover, it is clearly different. Here, researcher found some sentences which error in spelling. It is called as misspelling. Researcher found 18 sentences which errors in this case. The example is: “\*We took pictures of the beautiful *scanery*”. In this case errors happen because students do not know or forget about the operation of phonological or graphological substance of system. Then, they make error when they write word in English rules. Student wants to write *scenery*, but he makes error by writing the word *scanery*. For the other example are:

(1)\*We *lest* Solo at 08.00 and errived in Borobudur at 12.00  
left

(2) \*There many sellers who sold many *kainds* of souvenirs.  
kinds

Use of Indonesian word or code switching also becomes error in the level of morphological. The erroneous sentence is:

\*Three years ago my *tim* football follow contest, in Sejati cap”.

In this sentence, students want to write the word *team*. However, they influenced Indonesian rules. So, they write the word *tim*. The word *tim* has

the same meaning with the word *team* in English. So, the students should use *team* for replacing the word *tim*. The other examples are:

(1)\*We felt hungry so we went to a *restoran*.  
restaurant

(2)\*I follow contribute one *gol*.  
goal

The other type of errors in the morphological errors is false friend. False friends are the words that are similar in spelling and or pronunciation in two languages but have different in meanings. This is according to Erichsen (2014: 1). False friend is the word which is used for sentences, but in English this vocabulary is not suitable with the sentences because the word itself has different meaning with the word purpose. The example is:

\*I *fill* so very happy can go with family.

In this case, errors happen because students still confusing of BE or verb II that must be used in the past event. Then, they make errors and write other verb or other word that actually they are including on English vocabulary. In the sentence above, students purpose to write the verb *felt*, they produce it in their mind perfectly, but they failed to access it out of their memory. As the result, they write the word *fell* which has the different meaning. The other examples are:

(1)\*We come back *fell* happy. (felt)  
felt

(2)\*When I *way* a junior high school. (was)  
Was

## 2. Errors at Syntactical Level

Syntactical errors are those which disobey the phrase structure rules, and by this way, violate the formation of grammatically correct sentence (Karakas, 2014:1). Students make errors in the form of syntactical level because they are still influenced by the rules of Indonesian language and English rule. In error analysis there are several types of syntactical error. Syntactical level happens if the sentences or construction consist of more than one sentence or construction. Here, researcher found errors made by

students in the level of syntax such as in the use of BE, pronoun, preposition, tenses, misordering, and double marking.

Be is used for replacing verb in a sentence. Sentence consists of two kinds. First is nominal sentence that use “be” as the predicate. Second is verbal sentence that use verb as predicate. In this case, researcher found several types of errors in the use of BE in a sentence as follow omission of BE, and misuse of BE. Here, it explained one by one by researcher.

In the omission of BE, researcher found erroneous sentence is:

\*My mother \_ already there”.

In this case, errors happen because of the interference of the learner’s mother tongue. In Indonesia, there is no BE in the sentence. In Indonesia, if the students want to write sentence, it is unnecessary to use BE. Students just write the sentence only by subject, and then followed by verb and object. However, in English, it must use BE to link the adjective in nominal sentence. In the sentence above, students omit “BE” in a form of nominal sentence. Students should use “was’ as BE.

The other examples are:

(1)\*My parent and I \_ back to home by motorcycle.

were

(2)\*I and my friend \_ very tired.

were

Misuse of BE is one of the types of errors in the term of BE.

Researcher found erroneous sentence is:

\*It’s a nice birthday.

In this case, errors happen because the students misunderstand about BE. They use BE such as *am*, *is*, *are* which indicate present form in the sentence of past form. In this case, the students should use BE such as *was* for past form because it tells the past event.

The other examples are:

(1)\*However, trip *is* really fun.

was

(2)\*I’m very fond of animals

Was

Then, the other type of errors in the syntactical level is errors in pronoun. The types of errors in the pronoun are omission of “it” for subjective pronoun, the use of objective pronoun for subjective pronoun, and omission of subjective pronoun. In the omission of “it” for subjective pronoun, researcher found erroneous sentence:

\*In trib, suddenly \_ downpour”.

In the sentence above, the students omit the subject pronoun “it” modifying the condition of something or the main sentence. Moreover, subject pronoun “it” is used to replace thing, as stated in the example above. In this sentence, it must be followed by “it” to replace the word “in trip”. The other examples are:

(1)\*I thought that \_ was the exciting school holiday.

It

(2)\*I thought that \_ was cheap.

It

In the use of objective pronoun for subjective pronoun researcher also found error. Pronouns replace nouns. Objective pronoun is a pronoun which has position as an object. Objective pronoun goes after the verb. The examples are: The man lives with *her* and the boy broke *it*. The other types of objective pronoun are: me, you, him, her, it, us and them. A subject pronoun indicates that the pronoun is acting as the subject of the sentence. Subject pronouns go at the beginning of the sentence. They go before the adverb. The examples are: *He* likes hockey and *I* live in Paris. The subjective personal pronoun are I, you, he, she, it, we, they. From the data researcher found 8 sentences which students make error, the example is:”\**Me* and family went to merapi”.

These errors happen because the students still confused in using object pronoun and subject pronoun. “Me” is the singular object pronoun, and it cannot be followed by verb. However, in the sentence above the students use “me” as the subject pronoun. They should use “I” as the first singular subject pronoun. The other examples are:

(1)\**Me* straight to run to parking and obvious my mother already there.

I

(2)\**Me* visit mount Teretes and persibaya FC 1927.

I

These errors happen because the students still confused in using object pronoun and subject pronoun. “Me” is the singular object pronoun, and it cannot be followed by verb. However, in the sentence above the students use “me” as the subject pronoun. They should use “I” as the first singular subject pronoun.

In the omission of subjective pronoun the erroneous sentence is:

\*\_ arrived at Tawangmangu at nine o'clock”.

In the sentence above, students make errors because they forgot to use subject in the sentences. In that sentence, the students omit the subject to complete the sentence, because in writing the sentence, it needs “subject” before predicate. However, the students omit it. Subject here is “I” that indicated the student. The other examples are:

(1)\*Finally \_ meet Falaq.

I

(2) \*\_ arrived in Suramadu we looked a beautiful view and shopping T-

I

Shirt.

The next type is error in preposition. Here, the researcher found some errors made by students in the case of preposition. They are: misuse of preposition and addition of preposition (to, on). In the misuse of preposition, the erroneous sentence is: \*He spent the first three days swimming and surfing *on* Kuta”. Students make errors because they still confused how to use suitable preposition according to the context of the sentence. Preposition “on” indicates that the thing only in the surface, but preposition “in” indicates that the thing includes in the other thing. So, it should use preposition “in”. The other examples are:

(1)\*In the morning, I and family go to Jurug zoo rode *with* car.

by

(2) \*We don't forget *for* pray.

To

In the addition of preposition (to, on), researcher found:

\*In waterboom we *to* paid just Rp. 10.000 and found 7 swimming pool.

\*My friend and his group drove *on* through mountains.

In this case, errors happen because students presence of an item in the sentence. Moreover, that items which should otherwise not appear in a well-formed sentences. In the first sentence, the inappropriate preposition here is preposition “to”. Students should omit preposition “to” in that sentence. And the sentence becomes In waterboom we paid just Rp. 10.000 and found 7 swimming pools. While, in the second sentence, the inappropriate preposition is “on”. Students should omit preposition “on” in that sentence. So, the sentence becomes My friend and his group drove through mountains. The other examples as follow:

(1)\*We saw kinds of animals such as *to* monkey, tiger, snakes, etc.

(2)\*After that we go *on* at 07.00 am.

Tenses are type of errors which has the most dominant error in this research. Tenses here divided into two types of errors, they are omission of (-ed) as regular verb and errors in the irregular verb. In the omission of (-ed) as regular verb researcher found error in the sentence:

\*We *return* home clock 07.00 pm”.

In the past event students have to use verb II in the sentences. There are 2 kinds of verb. They are regular verb and irregular verb. In this case students make errors because they use present form for past event. They should use regular verb with suffix (-ed). In the sentence above, students make errors by omitting suffix (-ed) in regular verb in the form of past event. They should use the word *returned*. The other examples are:

(1)\*I finally *arrive* at Kembang Kuning.

arrived

(2)\*We *pray* together in mosque, after then we went to home.

Prayed

In the term of irregular verb, the erroneous sentence which researcher found is: \*I and my friend *go* at 08.30 pm”. In the past event students have to use verb II in the sentences. There are 2 kinds of verb. They are regular verb and irregular verb. In this case students make errors because they use present form for past event. Students write verb I that should verb II in the form of irregular verb. The verb “go” should changed with the verb “went”. The other examples are:

- (1)\*I *think* this adventure is a goodness trip.  
thought
- (2)\*We *buy* some Bapia patok and dodol garut.  
bought

In the types of misordering, researcher found error in the noun phrase. The erroneous sentence is:

\*last week, *I and my friend* go to TW.

The learners make errors in this case, because they do not know how to select the right forms to use in the right order and to arrange them in the right order. Then, the sentences become unwell-form sentences. The sentences above are the data of misordering in the level of noun phrase. They should write the word *I and my friend* becomes *my friend and I*. The other examples are:

- (1) \*My *tim football* follow contest, in Sejati cap.  
football team
- (2)\*After then we went again *o'clock 10.00*  
10.00 o'clock

In the errors of double marking, researcher found error like in the sentence: \*We *was felt* very happy and enjoy the study tour”.

In the sentence above, students placed to be together with verb. Sentence according to types of predicate is divided into two types. First is nominal sentence which use be as predicate and second is verbal sentence which use verb as predicate. Verb and be cannot place together in the same sentence, except for continuous tense and passive form. However, recount text has



linguistic feature that using past form. So, in the past form only need one verb II or one be in a sentence. The other examples are:

- (1)\*At home, I remembered I *was forgot* brought my bicycle and I asked my mother to took it. forgot  
(2)\*He *was shouted* on us. shouted

### 3. Errors at Discourse Level

The last is level of errors in the discourse error. In Wikipedia, discourse analysis is a general term for a number of approaches to analyzing written, vocal, or sign language use or any significant semiotic event. The discourse errors relate to the composition or students text organizer. In recount text, generic structure consists of orientation, series of event and re-orientation. There are many sub areas that contribute to discourse competence: cohesion, deixis, coherence, and generic structure. Here, the researcher found types of error in the discourse level below such as cohesion in the part of anaphoric reference and conjunction.

Anaphoric reference occurs when the writer refers back to someone or something that has been previously identified, to avoid repetition. Some examples: replacing “the taxi driver” with the pronoun “he” or two girls” with “they”. Another example can be found in formulaic sequences such as “as stated previously” or “the aforementioned”. The anaphoric stage of reference, it should place a subject pronoun in the first sentence. Then, it continues to write the second sentence with pronoun refers to the first subject before. The errors in the anaphoric reference is:

\*Last holiday *my family and I* go to in Surabaya. *Me* visit mount teretes and Persibaya FC 1927.

Last holiday, my family and I went to Surabaya. We visit teretes mount and persibaya FC 1927.

This error caused by student “act of referring to a preceding or following element, but in this case the element not dealt with a semantic relationship” Halliday (1976) in Renkema (1993:35-39). In the sentence

above, the word “me” replace the word “my family and I”. It is wrong because pronoun “me” as singular pronoun cannot be used to replace pronoun “my family and I” as plural pronoun. It should be replaced by the word “we” as plural pronoun.

Conjunction is used to connect a clause with another or to connect the sentence with other sentence. The most basic but least cohesive is the conjunction *and*. Conjunction consists of two kinds. First is coordinate conjunction and second is subordinate conjunction. The coordinate conjunction joins structural units that are equal grammatically.

Subordinate conjunction include: after, although, as, because, before, if, once, since, etc. The conjunction comes before the last unit and is grammatically independent of this unit. The examples of conjunction are: and, or, but, yet, etc. Each of these conjunctions has different meaning and function in a sentence according to the context. In the term of conjunction, researcher found error like in the sentence: \*I was interesting and take a picture. *However*, my handphone is nothing in the pocket. The utterance consist of two sentences which connected by a conjunction. That utterance is error because students write misuse of conjunction. Students make errors because they still confused or forget how to use conjunction to connect one sentence to other in order to make the right utterances. Students should use the word *suddenly* to replace the word *however*. The other examples as follow:

- (1)\*I am looked street stuck we stop for food and stay. *After then* we went again at 10.00 o'clock. After that
- (2) \*My father asked me to rode a bicycle. *And* I was fell from bicycle. However

#### 4. The frequency of each type of errors

No.	Types Of Errors	Number of Errors	Frequency of Errors (%)
I	The type of Morphological Errors		
	1. Bound morpheme (-s)		

	a. Omission of (-s) as plural form	8	4,54 %
	2. Misspelling	18	10,22 %
	3. Code switching	10	5,68 %
	4. False friend	4	2,27 %
	<b>Total in Morphological Level</b>	<b>40</b>	<b>22,71 %</b>
II	Syntactical level		
	1. BE		
	a. Omission of BE	13	7,38 %
	b. Misuse of BE	16	9,09 %
	2. Pronoun		
	a. Omission of “it” for subjective pronoun	6	3,40 %
	b. The use of objective pronoun for subjective pronoun	8	4,54 %
	c. Omission of subjective pronoun	3	1,70 %
	3. Preposition		
	a. Misuse of preposition	6	3,40 %
	b. Addition of preposition (to, on)	6	3,40 %
	4. Tenses		
	a. The use of present form for past event		
	1) Omission of (-ed) as regular verb)	27	15,34 %
	2) Irregular verb	20	11,36 %
	5. Misordering		
	a. Noun phrase	15	8,52 %
	8. Double marking	11	4,84 %
	<b>Total in Syntactical Level</b>	<b>131</b>	<b>74,38 %</b>
III	Discourse Level		
	1. Cohesion		
	a. Reference		
	1) Anaphoric reference	1	0,44 %
	2. Conjunction	4	1,76 %
	<b>Total in Discourse Level</b>	<b>5</b>	<b>2,83 %</b>
	<b>Total for All of Errors</b>	<b>176</b>	<b>99,92 % → 100 %</b>

### 5. The dominant type of errors

Based on the frequency of each type of error, omission of (-ed) as regular verb in the syntactical level has the highest percentage of errors.

The total number of errors are 27 errors or 15,34 %.

## 6. Sources of error

In the term of sources of errors, there are interlingual transfer and intralingual transfer. In interlingual transfer, students usually transfer the system of mother tongue as their first language into the second language or target language that they learn. Students are still use grammatical structure of Indonesian language as their first language in the form of English as their target language. The example of interlingual transfer is:

\*Holiday to Tawangmangu\_\_ very happy.

“liburan ke Tawangmangu sangat menyenangkan.

In the sentence above, students transfer in the word level because they omit be in a sentence as full verb. In Indonesia, BE is not exist. Students are influenced by their mother tongue. So, they omit BE in their sentence in English. And it becomes interlingual transfer. The other examples as follow:

(1)\*We came home at night 8 pm.

“Kami pulang kerumah jam 8 malam”.

(2)\*I and grandmother return home to make breakfast morning.

“saya dan nenek saya kembali kerumah untuk membuat sarapan pagi”.

The next source of errors is intralingual transfer. Intralingual transfer is one types of source of error which can be produced by learners who do not reflect the rules of learner’s mother tongue. However, it is only focus on the target language. In this research, intralingual transfer divided into two types, namely: ignorance of rules restriction and over generalization. The example or ignorance of rules restriction is:

\* My family and me very enjoyed *sittuation*.  
situation

Based on the sentence above, the students make error as source their errors in a case of spelling word. It is ignorance of rules restriction because they ignored rules the correct word. In that sentence, students want to write *sittuation*. However, they assume that it is same with *sittuation*. Moreover, the word *sittuation* is error. So, the correct word is *situation*. The other examples are:

(1)\*Then I saw the *divers* assistant got off the bus.

driver

(2)\*In *trib*, suddenly it downpour.

trip

The other type is over generalization. In this case, many students influenced this source. It happens when they learning about categorize the word. Actually, they have learned perfectly in general concept. However, they do not understand for each conception. The word are categorized into adjective, verb, adverb, noun, be, etc. In this part, students placed 2 categories in a sentence. For example, they placed “be” together with “verb”. It is over, because they generalize 2 categories in a sentence. It should use only one category, they can choose to use verb or use be. The example is:

\*We *was felt* very happy and enjoy the study tour.

Felt

According to sentences above, students applies two categories as predicate, they are “be” and “verb”. In that sentence, be here is *was* and verb is *felt*. It should only use *felt*. It can be source of error because students use over word categories. They generalized 2 categorizes and place them together in a sentence. Students focused on how to transform the verb only or BE only, but they write them together in one sentence. However, in English it is only need one verb or one BE in a sentence. The other examples are:

(1)\*At home, I remembered I *was forgot* brought my bicycle and I asked

my mother to took it. forgot

(2)\*I'm *goes* to mall with my mother.

Went

#### D. CONCLUSION

According to the analysis, the writer can draws some conclusions of this research. As follow:

1. This research is about errors in Recount text made by tenth grade students of SMA Muhammadiyah 2 Surakarta, which classified into three types namely: morphological error, syntactical error and discourse error.
2. This research explain about the frequency for each type of error, and the omission of (-ed) as regular verb become the dominant of error.
3. Sources of students errors are interlingual transfer and intralingual transfer which classified into ignorance of rules restriction and over generalization.
4. The results of this study can be included in pedagogical application as an aspect to help the teachers in developing learners' competence or ability on writing skill focused in grammar.
5. The suggestion for curriculum designer is to increase the time of practice for writing in the syllabus. The next researcher can build a research and analyze it from different object in the same topic.

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